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CONTINUATION SCHOOLS

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The term "continuation school" as used in this country is still indefinite and does not refer to any one type of school. It was first generally used as a translation of the German term *Fortbildungsschulen* which refers to a particular type of school established in Germany for the benefit of young people who have passed the compulsory school age and are at work, but who still need the help of the school. These schools, while primarily vocational, often give training along general lines. In this country the term has been used in an even more general sense. Roughly speaking, all schools of any type which offer to people, young or old, *while they are at work*, opportunity for further training or education may be considered continuation schools. The work offered may be in fundamentals; it may be cultural or it may be vocational, or all of these; the essential condition seems to be that those enrolled shall actually be at work during the major part of the time.

CLASSIFICATION

According to this definition there are many types of schools now offering continuation work. The following brief classification may serve to give a general idea of the scope of the movement in this country and of the several types of schools:

- (1) Private and philanthropic schools.
 - (a) Classes in connection with the Young Men's and Young Women's Christian Associations and other organizations of a similar nature.
 - (b) Correspondence courses.
 - (c) University extension.
 - (d) Evening classes in colleges and universities.
 - (e) Special institutions, such as Cooper Union, Pratt Institute, Spring Garden Institute, etc.
- (2) Apprentice schools, such as those in connection with the General Electric Company, etc.
- (3) Schools in connection with various mercantile establishments.

- (4) Public schools.
 - (a) Evening schools.
 - (b) Coöperative schools.
 - (c) Part time or "continuation schools."

More recently there has been a definite tendency to restrict the term "continuation schools" to those public schools established especially for minors between the ages of fourteen and sixteen years or older who are already at work.

DESCRIPTION OF TYPES OF SCHOOLS

The present article will attempt to give merely a general description of the work given in some private and philanthropic schools and in the apprenticeship schools and a more detailed account of that done under public auspices in the evening schools, the part-time schools, and the coöperative schools.

(1) PRIVATE AND PHILANTHROPIC AGENCIES

(a) *Young Men's and Young Women's Christian Association classes.* During the past twenty-five years there has been a tremendous development in the purely educational work of these two organizations. Rural associations emphasize the social features, while those in the large cities place special emphasis upon definite instruction in a wide variety of subjects.

By no means all associations have this work well organized. In those cities where the work is well organized the classes are conducted in the following general lines: (1) commercial, including arithmetic, bookkeeping, stenography, business law, typewriting, etc.; (2) political, including civil government, social economics, history, etc.; (3) industrial, including such subjects as drawing, carpentry, etc.; (4) scientific, including algebra, geometry, physics, chemistry, etc.; (5) language and miscellaneous, including English, German, French, music, first aid to the injured, etc.; (6) special courses, such as law, art, automobile, etc. In addition to these there is the boys' department, which offers various special courses to employed boys. These classes are, for the most part, in the evening and attract men of all ages from twelve to sixty. The teachers employed are usually strong in their special lines and the work is made very profitable. One of the most powerful factors in directing and unifying the educational activities of the various

associations is the educational department of the international committee. This occupies only an advisory relation, but has proved itself of great value in strengthening the work. An expert secretary is employed who gives his whole time to the study of the educational activities and to visiting the associations. Every year the international committee publishes a carefully prepared prospectus of all courses of study together with suggestions as to methods of improvement. In this way the efforts are unified, growth is promoted, weak associations are encouraged, and the whole work strengthened.

Another agency that strengthens and unifies the work is the system of international examinations. The questions are carefully prepared by a board of examiners composed of men eminent in their specialties, and are given to the students under very strict regulations. The international examiners also look over and pass upon all papers. There can be no question that the students passed in these examinations are as well prepared in the particular subjects as the majority of students in universities who pursue the same subjects. This is shown in the increasing recognition of the international certificates at their face value by the different colleges and universities. Inasmuch as all students are required to join the association and in addition to pay a fee for the course, the opportunities appeal only to those who have some ready money and do not reach the very poor. Nevertheless, the classes are of great importance especially in the larger cities.

The educational work of the Y. W. C. A. has been organized more recently than that of the Y. M. C. A., and is not yet so varied in character. Courses are offered in typewriting, stenography, commercial branches, languages, salesmanship, cooking and sewing, dressmaking, millinery, domestic science, and other related subjects. While much of the work is given in the evening, a considerable part is offered during the day.

(b) *Correspondence schools.* Correspondence schools are conducted in connection with various educational institutions and as purely commercial enterprises. The former types are described in the article by Dean Reber on page 182 and the latter in the article by Professor Galloway on page 202. The experience of educational institutions with regard to correspondence courses is varied. Many have found them unsatisfactory and unprofitable, while

others, as the University of Chicago, are now operating them successfully. In no case, however, are they accepted as an entire substitute for resident work. The plan is undoubtedly meeting with considerable success, and many are reached who would not or could not take regular work in residence. The correspondence schools established for commercial reasons are in many cases entirely successful as financial enterprises. It is somewhat more difficult to estimate their value as educational institutions. In spite of the evident commercial element there can be no doubt that this type of school is doing a needed service in the education of the more ambitious of the working people. The very energy of the solicitors brings the opportunity to many a man and to many a woman who otherwise would not think such a thing possible for them.

(c) *University extension.* A complete account of this work is given in the article by Dean Reber found on page 182 of this volume and need not be described here.

(d) *Evening classes in colleges and universities.* The gradual enlargement of the idea of public service by colleges and universities is still further represented by the introduction of special evening classes to meet the needs of those who are at work. There are many institutions throughout the country now conducting such classes. Among them may be mentioned the University of Pennsylvania and Temple University, of Philadelphia, Northwestern University and New York University.

While nearly every type of work is offered in various institutions, the work in the Evening School of Accounts and Finance at the University of Pennsylvania represents fairly well the aim and purpose of such work in general. Courses are now offered in Preparation for Business, Accounting, Advertising, Salesmanship, Business Correspondence, Brokerage, Insurance, Economics and Real Estate. The work is given by the regular staff of the Wharton School of Finance and Commerce, supplemented by special lectures by business men and technical experts. Applicants must be at least eighteen years of age and have had the equivalent of at least three years in a standard secondary school or have had extended business experience. Upon the completion of twenty-four units of prescribed work, a certificate of proficiency is granted to the student.

(e) *Special schools.* There are various educational institutions,

philanthropic and semi-philanthropic in their character, which reach the working classes to a greater or less degree. Some of them such as the Franklin Institute in Philadelphia, the People's Institute in Boston, and Cooper Union and the Mechanics' Institute in New York City, have been established expressly for the training and instruction of young men and women who are at work. Others, like the Lewis Institute in Chicago, the Drexel Institute in Philadelphia, and the Pratt Institute in Brooklyn, are more distinctly scientific or technical schools of high grade, and aim to give thorough courses leading to a degree or certificate. Nearly all the institutions of this kind also have evening classes for the benefit of those who are at work. The great variety of courses offered and the diversity of organization make it impossible to give anything like an adequate description of the work done. There can be no doubt, however, that the service rendered by these institutions to young men and women who are at work and who can avail themselves of the opportunities is very great indeed, notwithstanding they can reach only a comparatively small part of those who need help.

(2) APPRENTICESHIP SCHOOLS

For many years employers have realized that there must be some plan devised by which the deficiencies in the training of apprentices could be overcome. Many factories and business houses have attempted to solve the problem by organizing within their own establishments schools which have for their purpose the training of the apprentice. Sometimes, in addition to the training along specific lines, a general training is given. There are many of these schools throughout the country, among them such well known ones as those of the General Electric Company of Lynn, Massachusetts; the New York Central Lines and other railways; Southern Bell Telephone Company of Atlanta, Georgia; the Yale and Towne Manufacturing Company of Hartford, Connecticut; and the National Cash Register Company of Dayton, Ohio. These schools are all under the direct control of the corporations concerned, and the type of training given, while extremely varied, is all in the direction of a definite training along the specific lines of the industry concerned. The instruction is usually given by master-workmen, by engineers, foremen, etc., chosen from the regular staff of workmen, and is narrowly vocational, supplementing and amplifying the

practical work of the shop. The apprentices usually receive the regular pay of apprentices while attending this school.

(3) SCHOOLS FOR CLERKS

A variant from the type of school just described is furnished by the schools conducted by various mercantile establishments for the benefit of their clerks. The needs of this class of workers are obviously harder to meet than those of apprentices. Many, if not the majority, of the larger mercantile establishments now have their welfare departments, but not so many have definite provision for educational classes. Some firms, after years of experiment, have abandoned them, partly because of the increasing value of the public evening schools and partly because the returns did not seem to justify the time and money spent upon the school. Two of the most successful schools of this type are those of John Wanamaker of Philadelphia and of Sears, Roebuck & Company of Chicago. In the Philadelphia establishment of John Wanamaker a complete and well organized plan has been worked out by which the young employes receive educational and commercial training which aims to make them more efficient. The name recently given to the higher department of this school is the American University of Trade and Applied Commerce.

(4) PUBLIC CONTINUATION SCHOOLS

There are in general three principal classes of schools under public auspices which offer opportunity for further education to those who are at work: evening schools, coöperative schools and part-time schools. No hard and fast line can be drawn between these classes of schools, for each varies widely and shades insensibly into the other. The general purpose and plan of each will be explained and the extent of its influence and significance discussed.

(a) *Public evening schools.* This type of school has existed in the United States since the middle of the past century, but it is only within the past twenty-five years that it has been taken seriously, and the greatest development has been in the last ten or fifteen years. The total enrollment in evening schools reported to the United States Bureau of Education since 1890 is as follows: 1890—150,770; 1900—190,000; 1905—292,319; 1910—374,364;

1914—614,068. While these figures are not entirely comparable and are undoubtedly incomplete, there can be no question that the enrollment during the past decade has increased nearly if not quite 100 per cent. In a few states, cities of a certain size are compelled by law to establish evening schools, while in the majority of states the establishment of such schools is permissive or compulsory on the petition of a certain number of parents or citizens.

The classes of pupils in the evening schools are: (1) Those who are deficient in the rudiments, or who have not had an education equivalent to that of our elementary schools. Probably 85 per cent of the total number of pupils are of this class. This class is composed of native Americans and of foreigners. In cities which receive large numbers of immigrants the percentage of the foreigners in the evening schools is very large, while in other cities it is much smaller than the percentage of native Americans. (2) The second class is made up of those young people who have passed through the elementary grades or even partly through the high school, and who wish to continue their education. The needs of this class are as varied as their occupations. Some wish to prepare for entrance to college or university. The greater part, however, wish to prepare themselves for higher positions, for greater efficiency in the occupations in which they are engaged. From these has come an increasing demand for technical and trade work, and it is very largely this class which is found in our few evening trade and technical high schools. (3) Another class, more or less distinct from the last, consists of men in business who wish help along special lines. There are very few opportunities for such training in our public evening schools. The Evening School of Trades, in Springfield, Mass., meets this need in a way, and sometimes the classes of the Y. M. C. A. in a few cities.

The nature of the work offered in these schools varies widely with the classes of pupils enrolled. For foreigners who need to learn to use the English language as quickly as possible special text books and a special technique have been developed in some of our cities, and the results are for the most part fairly satisfactory. It is much more difficult to meet the needs of the second class—those who have completed their elementary school work. For these, evening high schools have been established in many cities, industrial

and technical courses are maintained and the work has become widely diversified.

It has become increasingly apparent, however, that there are distinct limitations to the usefulness of the evening school. The amount of time given is very small compared with that of the day school. The usual time is two hours per evening for four evenings a week and twenty weeks a year, making a total of only one hundred and sixty hours altogether. Add to this the fact that the pupil has practically no time for study, that he is tired and sleepy, and we begin to realize how meagre are these educational opportunities at best. The conviction is growing that work which presupposes mental alertness, such as technical work, drawing, mathematics, science, history, languages, and other studies pursued for the purpose of distinct achievement, can not profitably be given in the evening to mature pupils. The kind of work which can be pursued to advantage must be more recreative and broadly cultural such as lectures, music, drama and general informational courses as well as gymnastics, swimming, dancing and games.

Two of the principal difficulties met with in the administration of evening schools are irregular attendance and lack of proper teachers. The percentage of attendance on enrollment is very low, ranging from 20 to 60, or a little lower. Various methods have been employed to counteract this irregularity. The most common plan, and one that is fairly successful, is to charge a nominal fee, \$1 or more, a term. This is refunded at the end of the term in case a certain standard of attendance has been attained. Several states now have laws compelling pupils of certain ages not attending other schools to attend evening schools. Many of the difficulties would be solved if suitable teachers could be secured. It still continues the custom in many places to employ as teachers in the evening schools any persons—clerks, young lawyers, students and others who need a little extra money. Some schools employ the regular day school teachers, but this is only one step better. It is doubtful whether a regularly employed day school teacher should attempt to do additional regular work in an evening school. Again, evening school work calls for a different kind of ability than that of the day school. Before the evening school can be truly successful we shall need to have teachers specially adapted to this particular kind of work and specially trained for it.

Several interesting modifications of evening schools have been tried in various cities. Camp schools are authorized by law in at least two states—California and New York. These are for the special purpose of teaching English to foreigners, both adults and minors, who are not readily reached by the regular evening schools and are held in the labor camps. In the larger cities there is a definite movement for the introduction of larger social and recreational features, such as lectures, entertainments, social gatherings, debating leagues, dancing, gymnastics and the like. The movement is thus closely linked with that for the wider use of the school plant, the socializing of the school. Just what the development of these types of schools will be is somewhat problematical, but they are now firmly established as a part of our school systems, and it only remains to demonstrate what their greatest field of usefulness will be. As a substitute for consecutive work, of an intensive character, they are wholly inadequate; as a supplement to such work they have large possibilities.

(b) *Coöperative schools.* These schools are merely modifications of apprenticeship schools where the school is operated and financed by the public and the shop work is under the charge of the factory or other industrial establishment. The general plan is much the same. A coöperative agreement is entered into between the Board of Education and the employer. In many instances this agreement includes also the apprentice and his parent or guardian. In accordance with the agreement the boys are arranged in two shifts or alternates. One student apprentice works at the shop one week while his alternate attends the school; the next week the first one takes his place in the school and the alternate works in the shop. Each receives the wages of an apprentice while engaged in the shop, and both usually work in the shop full time on Saturdays and during school vacation.

In the coöperative plan in operation in connection with the University of Cincinnati, the work in the university consists of the regular courses in engineering, and while some attempt is made to make a direct connection between the shop work and that of the regular courses they do not supplement one another so closely as in most of the other coöperative schools. The course at the University of Cincinnati is planned for six years and leads to the regular degrees.

In the coöperative schools organized in connection with the regular public schools the work is more distinctly industrial in character. The shop work and the class room work are very closely related. The mathematical problems are taken from the problems of the shop or are directly related to them. The aim is to make the entire class work as practical as possible and at the same time give cultural elements and so to broaden the horizon of the young apprentice. Such schools are now successfully maintained in Cincinnati, Ohio; Providence, Rhode Island; Fitchburg and Beverly, Massachusetts; Hammond, Indiana; Rochester and Buffalo, New York and many other cities. They have many obvious advantages over evening schools. Among these advantages are: (1) close correlation between shop work and class work; (2) more favorable time for study; (3) possibility of self-support; (4) wider and more general training.

The principal difficulty is the same as that of the evening schools—suitable teachers. The ordinary public school teacher knows nothing about shop work and cannot adapt the class work to the needs of the shop. On the other hand, the master-workmen or the mechanic does not usually know how to teach and frequently does not care to do so. A new type of teacher is urgently needed for these schools, one who has had shop experience and who also has studied widely and knows how to teach.

(c) *Part time or "continuation schools."* During the past few years there has been a decided movement in the direction of establishing part time schools for apprentices and other employees between the ages of fourteen and sixteen years to whom this instruction shall be given during the day. This follows closely the present German plan which was adopted after years of trial of evening schools and Sunday schools. These schools are in the experimental stage in this country as yet and vary greatly in their organization. The general features common to the majority are: (1) they are for boys and girls from fourteen to sixteen years or older who are regularly employed; (2) they are planned for from four to eight hours a week between 8 A. M. and 6 P. M. At least nine states now provide by law for such schools. The tendency seems to be to allow the local authority to compel attendance at such schools between the ages of fourteen and sixteen for those employed and

who are not attending other types of schools. As yet this compulsory feature is not general. In Pennsylvania the state law which went into effect January 1, 1916, forbids the employment of any minor between the ages of fourteen and sixteen who does not attend such a school or one giving equivalent instruction.

These schools are as yet in the experimental stage and, in consequence, have no well defined aim nor course of study, nor have they developed any methods specially adapted to the needs of the pupils. They have been established because of a conviction that the boys and the girls between fourteen and sixteen or older who are at work still need further school training. Whether this training shall be along general lines, supplementing the fundamental work of the elementary school, or whether it shall be in the direction of supplementing, broadening and intensifying the industrial, commercial or other work in which they are engaged has not yet been determined; it may well be both. It must in addition provide for a study of different occupations with a view to a more intelligent choice of vocations. The obstacles met with in the establishment of these schools are much the same as those in the other types of schools already described: (1) lack of properly qualified teachers; (2) limited time, eight hours a week which is at best a small fraction of the time needed; (3) the tremendously varied needs of the pupils in each school, making it extremely difficult to outline any course of study which is adequate. An initial difficulty often met was the refusal of the employer to coöperate and a threat to discharge any young employee who should go to such a school, but this is due largely to lack of understanding and in most cases has been successfully overcome. These schools bid fair to accomplish much that is worth while for the young worker, and present experience will show ways in which they can be modified to meet more fully the needs of the young people reached.

These varying types of continuation schools illustrate clearly the double purpose of education as it is seen in this country: (1) to give every individual that education and training which will furnish him equality of opportunity; (2) to educate and train every individual in such a way as to provide for the safety and for the development of the state. The gradual assumption by the state of the organization and support of such work shows the develop-

ment and enlargement of our educational ideal and the widening of our educational horizon. It is a reasonable inference that at no very distant time the state will be compelled to assume larger responsibility for all those forces that train and educate not only the immature but also the adult.

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